**EvCC Summer 2011**

**Prepare, submit electronically (on Friday), and share brief summary in closing session your specific plans for your RPM project work in 2011-2012. Given your project progress to date (as described in your end-of-year report), summarize how you will be continuing and extending the work in the coming year as we come to the official end of the grant:**

* **Describe the major activities/interventions being implemented in 2011-12, including what’s being done, who’s involved, the expected outcomes, and what evidence will you gather to assess the effectiveness of the specific interventions—in particular, describe any plans aimed at supporting shifts in individual teaching practices, strengthening focused collaborative inquiry among groups of faculty, and building a stronger department culture to support reflective teaching**

**HumpDay Reflections**

* + **What:** Space and time for a committed group of faculty to meet and discuss the improvement of student learning. Examples of what will happen during HumpDay Reflections include; Reporting out on a classroom exchange, Watching a video of a class and practicing the use of our classroom exchange protocol, Sharing instructional products, Editing instructional products, and Looking at student work with the aid of Mickey’s protocol.
  + **Who:** Led by Tophe Anderson and Heidi Weiss-Green, these reflection meetings hope to include the majority of the department. These meetings occur opposite of our department meetings that are scheduled every other Wednesday.
  + **Expected Outcomes:** A culture of collaboration and sharing among a majority of the department faculty.
  + **Assessment:** The success of these meetings will be determined by the number of faculty in the department that become invested in these reflections.

**Math 98 FIG**

* + **What:** This FIG will included those teaching Math 98 and those who would like to teach Math 98 in the near future. The focus for this FIG will be creating instructional products and assessments for the course, looking at student work on projects and other assessments, and developing quality lesson plans. For an instructor to teach Math 98, it is required that the instructor attends the Math 98 FIG the quarter before instructing the course.
  + **Who:** During fall 2011, Andrea, Chris, Tophe, and Mike will be members of this FIG. As the year progresses, we hope to include other members of the department.
  + **Expected Outcomes:** Higher quality assessments and lessons which will lead to better student experience in Math 98.
  + **Assessment:** The assessment of this FIG will come from the assessment of Math 98 (including student success and retention data along with the IA assessment project described below).

**Modular Curriculum**

* + **What:** The Math Learning Center (MLC) at EvCC houses many self-paced courses. These courses include: Arithmetic, Elementary Algebra, and Prof/Tech math courses. Beginning fall 2011, a modular option will be available to students enrolling in Math 70 (Arithmetic). Using MML software, these students will be given the opportunity to move quicker through the developmental sequence based on their progress during the quarter. Specifically, students will be given the opportunity to by-pass Math 80 (Pre-Algebra) and enroll in our Elementary Algebra course with sufficient progress. Throughout the year, we will continue to lengthen the scope of our modular curriculum to the entire developmental sequence.
  + **Who:** Mike will be leading the curriculum changes in the MLC in the role of MLC director (starting fall 2011). Chris Killingstad, Sharon Wellman, Larry Baxter, and other instructors will also be a large part of the design and assessment process.
  + **Expected Outcomes:** Opportunities for students to progress faster through developmental mathematics. It is also expected that students will be afforded more interactions with their instructors as the burden of correcting assessments will be transferred to the MML software.
  + **Assessment:** Comparing student success and retention rates to previous quarters. Analyzing the ability of students to progress faster through the developmental sequence. Student reaction, per student surveys, to the use of the MML software and the new environment in the MLC.

**Assessment of IAs**

* + **What:** Beginning fall 2011, students entering their first college-level math course will be given an assessment using MARS and locally developed questions. Students will be asked to identify how they qualified for their college-level math course (placement exam or completion of IA course at EvCC). The results of this testing will be used to assess the effectiveness of our new IA curricula.
  + **Who:** Chris Quarles has led the effort to develop this assessment with the help of Chuck Wikman and Mickey. Obviously, the instructors of the college-level math courses will be involved in the proctoring of these assessments.
  + **Expected Outcomes:** A better understanding of the effectiveness of our new IA courses with respect to our long standing IA course.
  + **Assessment:** The quality of information we are able to capture with these assessments will inform the utility of this assessment and our future modifications of this assessment.
* **What will you be doing this year to increase the likelihood that the work done through the grant will be sustained beyond the immediate grant funding?**
  + We believe the method we used to develop Math 98 (Learning Objectives first, collaborative development of instructional products, common assessments and tasks,etc) and the FIG attendance requirement of Math 98 instructors will help increase the likelihood of this work being sustained in the future. We hope that Math 98 and the methods used to develop the course will be used as a model for future course development.
  + We believe that our efforts to change our department culture this next year (through HumpDay Reflections and course-specific FIGs) will support our curriculum changes, future modifications, and classroom practice.
  + The development of our modular curriculum will exist and continue to be modified post-RPM. Our school has dedicated funds to support faculty in the development of this curriculum now and into the future.
  + Our MARS-based Intermediate Algebra assessment will provide validity to our curriculum development and a focus for future modifications. We hope that this effort, using assessment questions from an outside source, will help sustain our efforts in this area.

IA MARs assessment. Asses the courses level the playing field.